

## Instructor/TA Info

### Instructor Information

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### TA Information

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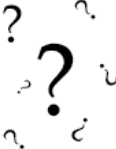
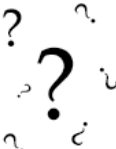
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## Course Information

### Description

The purpose of this class is to help you learn the fundamental principals that govern human behavior. You will also learn to conduct a functional behavior assessment and begin to understand how to develop a behavior support plan.

### Materials

Item	Price (new)	Price (used)
 <u>Behavior Modification - Required</u> by Miltenberger, R	228.00	171.00
 <u>Functional Assessment Prog Dev Problem Behavior 3E - Required</u> by O'neill, R	184.00	138.00

### Learning Outcomes

#### ABA history

*(Knowledge-based objectives)*

1. Describe the history of ABA.

#### Occurrence of Human Behavior

2. Describe several approaches for explaining the occurrence of human behavior.

#### Ethical and Responsible use of ABA

3. Describe the ethical and responsible use of ABA.

#### FBA and BIP

4. Describe the components of a Functional Behavior Assessment and Behavior Intervention Plan.

#### Target replacement behaviors

5. Describe the function and format of target replacement behaviors and behavior objectives.

#### Data collection

6. Describe data collection and graphing procedures.

#### Single-subject designs

7. Describe a variety of single-subject designs, their elements, how they are used, and when they are used.

#### Appropriate consequences

8. Describe the principles that underlie the selection of appropriate consequences and providing differential reinforcement.

#### Stimulus control

9. Describe stimulus control, its various facets, and how it is used.

### **Generalization procedures**

10. Describe the principle components of generalization procedures and provide appropriate rationale for training for generalization.

### **Self-management**

11. Effectively describe the elements of self-management and how it might be taught to children, youth, and adults.

### **FBA**

*(Skill-based objectives)*

1. Use the Functional Behavior Assessment procedures to determine the function of an identified problem behavior.

### **TRB**

2. Develop a target replacement behavior (TRB) that serves the same function as the identified problem behavior.

### **Behavioral objective**

3. Develop a behavioral objective that corresponds with the target replacement behavior.

### **Behavioral Data**

4. Observe, count, and graph behavioral data that is based on the target replacement behavior.

### **TRB**

5. Make data based decisions using these data to determine the most effective intervention to increase the occurrence of the TRB.

### **Appropriate techniques**

6. Employ appropriate techniques for designing the Behavioral Intervention Plan. This includes manipulating setting events, using instructional methods, providing differential reinforcement, and arranging appropriate consequences.

## **Grading Scale**

<b>Grades</b>	<b>Percent</b>
A	95%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

## **Grading Policy**

All quizzes are administered during class. You cannot make up any quizzes, if you miss a quiz, you miss a quiz. You will be able to drop your lowest quiz score.

Late assignments are a struggle for me and a burden for my TA. So, if you turn in an assignment late, we will try to get it graded, but cannot guarantee that it will get graded. Additionally, if we do grade a late assignment, it will receive only half credit.

I recognize that life happens. So, if you need some particular accommodation for your circumstances, please let me know and to the extent that we can, we will work something out. However, coming to me after the fact makes it difficult to be helpful, so please let me know in advance.

Finally, I want to be absolutely clear that your grade in this class (or any other class) does not matter if you have not mastered the material. When you are working with a challenging student, he will not care what grade you got in this class. He will only care about your ability to help him succeed in school and life. **PLEASE DO NOT FOCUS ON YOUR GRADE IN THIS CLASS. FOCUS ON LEARNING THE MATERIAL WELL AND THE GRADE WILL FOLLOW.**

## **Classroom Procedures**

All quizzes will occur in class via Nearpod. There will be five to ten questions during each class. We will not discuss issues with any quiz questions during class. If you have a concern about a question, please email me or come see me and we can discuss the question and find a resolution. Because quizzes will occur during class, **there will be no way to make up a quiz.** We will drop the lowest quiz score, so you can miss one class without any repercussions.

## Study Habits

Eyring\_Henry\_1997\_10.pdf [Download \(plugins/Upload/fileDownload.php?fileId=f88f776e-nFlc-9Fmz-jSqj-f33dcd8f4095&pubhash=earGZwF1rVJEq\\_jvXDBgRjb4uf3heQPPpW\\_FGx5AB0Yqc\\_C49ibLx\\_H3RTCxWizMWxNcoWYjxiWFLCd\\_Jddiag==\)](#)

The standard work load, as prescribed by the university, for a class is 3 hours outside of class for each hour in class. So, for this class you should anticipate devoting 7.5 hours of time to this class outside of class. If you find that you are not spending that much time on this class, please consider how you might learn the material better by devoting more time to it. For example, you could re-read the chapter or work on committing certain terms or concepts to memory. You could prepare questions to ask when you come to class (please seriously consider doing this). Your goal should not be to "complete the work" it should be to master the material.

If you find that you need to do more than 7.5 hours of preparation outside of class in order to be prepared for class, let me know and we'll adjust accordingly.

## Expectations

1. Attend class
2. Participate
3. Do the work
4. Accept feedback

## Notes

I reserve the right to make changes to the syllabus and the course in response to class performance, class feedback, or both.

## Assignments

### Assignment Descriptions

#### Quiz #1

Sep  
10

Due: Monday, Sep 10 at 11:59 pm

#### Quiz #2

Sep  
12

Due: Wednesday, Sep 12 at 11:59 pm

#### IRIS Measurement Cases

Sep  
17

Due: Monday, Sep 17 at 10:25 am

Complete the IRIS Measurement cases and submit in learningsuite. Complete all 6 cases.

#### Quiz #3

Sep  
17

Due: Monday, Sep 17 at 11:59 pm

#### Quiz #4

Sep  
19

Due: Wednesday, Sep 19 at 11:59 pm

#### Define personal change behavior

Sep  
19

Due: Wednesday, Sep 19 at 11:59 pm

Write an operational definition of the behavior that you are going to work on changing for your personal behavior change project.

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**Quiz #5**

Sep  
24

Due: Monday, Sep 24 at 11:59 pm

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**Quiz #6**

Sep  
26

Due: Wednesday, Sep 26 at 11:59 pm

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**Quiz #7**

Oct  
01

Due: Monday, Oct 01 at 11:59 pm

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**Quiz #8**

Oct  
03

Due: Wednesday, Oct 03 at 11:59 pm

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**Quiz #9**

Oct  
08

Due: Monday, Oct 08 at 11:59 pm

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**Functional Behavior Assessment IRIS Module**

Oct  
08

Due: Monday, Oct 08 at 11:59 pm

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Turn in the answers to the IRIS module on Functional Behavior Assessment

**Quiz #10**

Oct  
10

Due: Wednesday, Oct 10 at 11:59 pm

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**Define problem behavior 1**

Oct  
15

Due: Monday, Oct 15 at 11:59 pm

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Write an operational definition of a problem behavior

**Quiz #11**

Oct  
15

Due: Monday, Oct 15 at 11:59 pm

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**Indirect data collection 1**

Oct  
17

Due: Wednesday, Oct 17 at 11:59 pm

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**Quiz #12**

Oct  
17

Due: Wednesday, Oct 17 at 11:59 pm

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**Quiz #13**

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Oct  
22

Due: Monday, Oct 22 at 11:59 pm

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**Functional behavior statement 1**

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Oct  
22

Due: Monday, Oct 22 at 11:59 pm

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**Direct observations 1**

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Oct  
22

Due: Monday, Oct 22 at 11:59 pm

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**Behavior support plan 1**

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Oct  
24

Due: Wednesday, Oct 24 at 11:59 pm

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**Quiz #14**

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Oct  
24

Due: Wednesday, Oct 24 at 11:59 pm

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**Midterm (the real thing)**

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Oct  
29

Due: Monday, Oct 29 at 10:00 am

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This exam will cover everything up to this poing?

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**Quiz #15**

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Oct  
29

Due: Monday, Oct 29 at 11:59 pm

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**Quiz #16**

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Oct  
31

Due: Wednesday, Oct 31 at 11:59 pm

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**Quiz #17**

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Nov  
05

Due: Monday, Nov 05 at 11:59 pm

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**Quiz #18**

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Nov  
07

Due: Wednesday, Nov 07 at 11:59 pm

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**Quiz #19**

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Nov  
12

Due: Monday, Nov 12 at 11:59 pm

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**Quiz #20**

Nov  
14

Due: Wednesday, Nov 14 at 11:59 pm

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**Quiz #21**

Nov  
19

Due: Monday, Nov 19 at 11:59 pm

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**Quiz #22**

Nov  
21

Due: Wednesday, Nov 21 at 11:59 pm

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**Quiz #23**

Nov  
26

Due: Monday, Nov 26 at 11:59 pm

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**Quiz #24**

Nov  
28

Due: Wednesday, Nov 28 at 11:59 pm

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**Functional behavior statement 2**

Dec  
03

Due: Monday, Dec 03 at 11:59 pm

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**Quiz #25**

Dec  
03

Due: Monday, Dec 03 at 11:59 pm

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**Define problem behavior 2**

Dec  
03

Due: Monday, Dec 03 at 11:59 pm

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**Indirect data collection 2**

Dec  
03

Due: Monday, Dec 03 at 11:59 pm

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**Behavior support plan 2**

Dec  
03

Due: Monday, Dec 03 at 11:59 pm

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**Direct observations 2**

Dec  
03

Due: Monday, Dec 03 at 11:59 pm

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Dec

05

Due: Wednesday, Dec 05 at 11:59 pm

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Please include the following:

1. Description of the kid and the setting
2. Definition of the problem behavior
3. Description of indirect measures
4. Description of direct measures
5. Hypothesized functional statement
6. Justification for the functional statement
7. Description of all components of the behavior support plan (i.e., setting event, antecedent, teaching, and consequence strategies)
8. A justification for each strategy.
9. Any data collected on the intervention (not required)
10. Concluding statements

### The Real Final

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Dec

12

Due: Wednesday, Dec 12 at 11:59 pm

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This exam will cover all of the content from this semester. Please don't use notes, books, friends, or the internet during the exam. Thanks and good luck

### Personal Behavior Change Project

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Dec

12

Due: Wednesday, Dec 12 at 11:59 pm

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Please include the following in your personal behavior change project.

1. Operational definition of the behavior (must be a behavior)
2. Description of the intervention that you used to try to change the behavior. Please describe the behavior in enough detail that someone could replicate the intervention.
3. Explanation of why you selected that intervention. Please use behavioral language to provide a justification for the intervention (e.g., did your intervention address the function of the behavior or increase the response effort or introduce a competing contingency?)
4. Provide a line graph showing a baseline and intervention phase. Use the [observechange.org](http://observechange.org) spreadsheet.
5. Provide a description of why you think the intervention did or did not work (it doesn't have to have worked) and what you might change on your next try, if it didn't work.

### IEP response paper

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Dec

12

Due: Wednesday, Dec 12 at 11:59 pm

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Attend an IEP meeting and write a one-page response paper.

Consider addressing these questions.

1. Describe the student for whom you held the IEP Meeting
2. Describe who attended the meeting
3. Describe how the meeting went (i.e., was it a smooth meeting or disjointed, was it friendly or contentious, etc.)
4. Indicate what you will replicate from the meeting in your own IEP meetings
5. Indicate what you will change from the meeting in your future IEP meetings

### Extra credit

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Dec

13

Due: Thursday, Dec 13 at 11:59 pm

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There may be opportunities to earn extra credit.

## University Policies

## Honor Code

In keeping with the principles of the BYU Honor Code, students are expected to be honest in all of their academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

## Preventing Sexual Misconduct

In accordance with Title IX of the Education Amendments of 1972, Brigham Young University prohibits unlawful sex discrimination against any participant in its education programs or activities. The university also prohibits sexual harassment-including sexual violence-committed by or against students, university employees, and visitors to campus. As outlined in university policy, sexual harassment, dating violence, domestic violence, sexual assault, and stalking are considered forms of "Sexual Misconduct" prohibited by the university.

University policy requires all university employees in a teaching, managerial, or supervisory role to report all incidents of Sexual Misconduct that come to their attention in any way, including but not limited to face-to-face conversations, a written class assignment or paper, class discussion, email, text, or social media post. Incidents of Sexual Misconduct should be reported to the Title IX Coordinator at [t9coordinator@byu.edu](mailto:t9coordinator@byu.edu) or (801) 422-8692. Reports may also be submitted through EthicsPoint at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day).

BYU offers confidential resources for those affected by Sexual Misconduct, including the university's Victim Advocate, as well as a number of non-confidential resources and services that may be helpful. Additional information about Title IX, the university's Sexual Misconduct Policy, reporting requirements, and resources can be found at <http://titleix.byu.edu> (<http://titleix.byu.edu>) or by contacting the university's Title IX Coordinator.

## Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. If you have any disability which may impair your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 422-2767. Reasonable academic accommodations are reviewed for all students who have qualified, documented disabilities. The UAC can also assess students for learning, attention, and emotional concerns. Services are coordinated with the student and instructor by the UAC. If you need assistance or if you feel you have been unlawfully discriminated against on the basis of disability, you may seek resolution through established grievance policy and procedures by contacting the Equal Employment Office at 422-5895, D-285 ASB.

## Devotional Attendance

Brigham Young University's devotional and forum assemblies are an important part of your BYU experience. President Cecil O. Samuelson said, "We have special and enlightening series of devotional and forum assemblies...that will complement, supplement, and enrich what will also be a very productive period in your classrooms, laboratories, and libraries. We look forward to being with you each Tuesday...and hope that you will regularly attend and bring your friends and associates with you...A large part of what constitutes the unique 'BYU experience' is found in these gatherings where the Spirit has been invited and where we have the opportunity to discuss and consider things of ultimate worth and importance that are not afforded to the academic community on almost any other campus" (from the address "The Legacy of Learning", 30 August, 2005). Your attendance at each forum and devotional is strongly encouraged.

## Mental Health Concerns

Mental health concerns and stressful life events can affect students' academic performance and quality of life. BYU Counseling and Psychological Services (CAPS, 1500 WSC, 801-422-3035, [caps.byu.edu](http://caps.byu.edu)) provides individual, couples, and group counseling, as well as stress management services. These services are confidential and are provided by the university at no cost for full-time students. For general information please visit <https://caps.byu.edu> (<https://caps.byu.edu>); for more immediate concerns please visit <http://help.byu.edu> (<http://help.byu.edu>).

## Schedule

Date	Topic	Reading	Assignments
Week 1			
W Sep 05 Wednesday	Introduction to the class and to behavior analysis		



Week 2			
M Sep 10 Monday	Behavior analysis and special education	Chapter 1 (of Behavior Modification) and Baer, D. M., Wolf, M. M., & Risley, T. R. (1968). Some current dimensions of applied behavior analysis. <i>Journal of applied behavior analysis</i> , 1(1), 91-97. jaba00083-0089.pdf <a href="#">Download</a>	<b>Quiz #1</b>
W Sep 12 Wednesday	Observing and measuring behavior	Chapter 2 PRODUCTION AND ELIMINATION OF DISRUPTIVE CLASSROOM BEHAVIOR BY SYSTEMATICALLY VARYING TEACHER'S BEHAVIOR1.pdf <a href="#">Download</a>	<b>Quiz #2</b>
Week 3			
M Sep 17 Monday	observing and measuring behavior part II Graphing behavior	ics_measbeh.pdf <a href="#">Download</a>  Chapter 3	<b>IRIS Measurement Cases Quiz #3</b>
W Sep 19 Wednesday	Reinforcement	Chapter 4	<b>Define personal change behavior Quiz #4</b>
Week 4			
M Sep 24 Monday	Extinction	Chapter 5	<b>Quiz #5</b>
W Sep 26 Wednesday	Punishment	Chapter 6	<b>Quiz #6</b>
Week 5			
M Oct 01 Monday	Stimulus control	Chapter 7	<b>Quiz #7</b>
W Oct 03 Wednesday	Understanding Problem Behavior Through Functional Assessment	Chapter 13	<b>Quiz #8</b>
Week 6			
M Oct 08 Monday	Beginning to understand the function of behavior  Functional behavior assessment	<a href="https://iris.peabody.vanderbilt.edu/module/fba/">https://iris.peabody.vanderbilt.edu/module/fba/</a> Complete this IRIS Module O'Neill p. 1 to 40	<b>Functional Behavior Assessment IRIS Module Quiz #9</b>
W Oct 10 Wednesday	Functional behavior assessment	O'Neill p. 41 to 66	<b>Quiz #10</b>
Week 7			

M Oct 15 Monday	Behavior support planning	O'Neill p. 67 to 86	<b>Define problem behavior 1</b> <b>Quiz #11</b> Quiz #10
W Oct 17 Wednesday	Behavior support planning	O'Neill 87 to 104	<b>Indirect data collection 1</b> Quiz #11 <b>Quiz #12</b>
Week 8			
M Oct 22 Monday	Behavior support planning	Alberto and Troutman Ch 3 Preparing Behavioral Objectives	<b>Direct observations 1</b> <b>Functional behavior statement 1</b> <b>Quiz #13</b> Quiz #12 <b>Midterm (the real thing)</b> <b>Opens</b>
W Oct 24 Wednesday	Midterm: Open 10.23.17 to 10.30.17 Available online		<b>Quiz #14</b> <b>Behavior support plan 1</b>
Week 9			
M Oct 29 Monday			Quiz #13 <b>Midterm (the real thing)</b> <b>Closes</b> <b>Quiz #15</b>
W Oct 31 Wednesday	Preference assessments	<a href="http://vkc.mc.vanderbilt.edu/ebip/preference-assessments/">http://vkc.mc.vanderbilt.edu/ebip/preference-assessments/</a> <a href="http://www.appliedbehavioranalysis.com/preference-assessments/">http://www.appliedbehavioranalysis.com/preference-assessments/</a> 0145445511405184.pdf <a href="#">Download</a>	<b>Quiz #16</b>
Week 10			
M Nov 05 Monday	Shaping	Chapter 9	Quiz #15 <b>Quiz #17</b>
W Nov 07 Wednesday	Prompting and Transfer of Stimulus Control	Chapter 10	Quiz #16 <b>Quiz #18</b>
Week 11			
M Nov 12 Monday	Chaining	Chapter 11	Quiz #17 <b>Quiz #19</b>
W Nov 14 Wednesday	Differential reinforcement	Chapter 15	Quiz #18 <b>Quiz #20</b>

Week 12			
M Nov 19 Monday	Antecedent control procedures and Chaining	Chapter 16	Quiz #20 <b>Quiz #21</b>
T Nov 20 Tuesday	<b>Friday Instruction</b>		
W Nov 21 Wednesday	<b>No Classes</b>		<b>Quiz #22</b>
Week 13			
M Nov 26 Monday	Promoting generalization	Chapter 19	Quiz #21 <b>Quiz #23</b>
W Nov 28 Wednesday	Applying extinction	Chapter 14	Quiz #22 <b>Quiz #24</b>
Week 14			
M Dec 03 Monday	Positive punishment procedures and the ethics of punishment	Chapter 18	Quiz #23 <b>Define problem behavior 2</b> <b>Indirect data collection 2</b> <b>Direct observations 2</b> <b>Behavior support plan 2</b> <b>Functional behavior statement 2</b> <b>Quiz #25</b>
W Dec 05 Wednesday	FBA and BSP presentations		Quiz #24 <b>FBA BSP Presentation</b>
Week 15			
M Dec 10 Monday	FBA and BSP presentations		
W Dec 12 Wednesday	FBA and BSP presentations (Christian is out at Associates)		<b>IEP response paper</b> <b>Personal Behavior Change Project</b> <b>The Real Final</b>
Th Dec 13 Thursday	Final Exam: Available online 12.15.17 to 12.20.17		<b>Extra credit</b>